

NEW LEGISLATION

2014 BACK TO SCHOOL MEETING



**CT State Department of Education
Bureau of Special Education**

Public Act 14-39

An Act Establishing the Office of
Early Childhood, Expanding
Opportunities for Early Childhood
Education and **Concerning
Dyslexia and Special Education**

Legislative Language

- ❖ Not later than **January 1, 2015**, the Department of Education shall add "SLD - Dyslexia" under "Specific Learning Disabilities" in the "Primary Disability" section of the individualized education program form used by planning and placement teams for the provision of special education and related services to children requiring special education and related services.

Legislative Language

- ❖ On and after July 1, 2006, any program of teacher preparation leading to professional certification shall include, as part of the curriculum, instruction in literacy skills and processes that reflects current research and best practices in the field of literacy training. Such instruction shall (1) be incorporated into requirements of student major and concentration, and (2) on and after **July 1, 2015**, include the detection and recognition of, and evidence-based interventions for, students with dyslexia.

CSDE Actions

- ❖ Assembled an **internal** Specific Learning Disabilities/Dyslexia (SLD/Dyslexia) advisory group to address the requirements of the legislation and consider the needs of the field regarding the upcoming change in the “Primary Disability” section of the IEP document.
- ❖ Compiled an **external** SLD/Dyslexia Workgroup comprised of a wide range of stakeholders that will begin meeting monthly in the fall to develop statewide guidance and recommendations.

CSDE Actions

- ❖ Revise IEP document to include “SLD/Dyslexia” in the Primary Disability section on page one
- ❖ Revise *IEP Manual*
- ❖ Communicate with electronic IEP vendors
- ❖ Revise SEDAC data collection file layout

Student: Last Name, First Name DOB: mm/dd/yyyy District: Meeting Date: mm/dd/yyyy

PLANNING AND PLACEMENT TEAM (PPT) COVER PAGE

Current Enrolled School: Age: Current Grade: Grade Next Yr: Gender: ☐ Female ☐ Male

Current Home School: School Next Year: Home School Next Year:

SASID #:

If your school district does not have its own high school, is the student attending his/her designated high school?

Case Manager: ☐ Yes ☐ No ☐ NA

Student Address¹: Student Instructional Lang: ☐ English ☐ Other: (specify)

Parent/Guardian (Name): Home Dominant Lang: ☐ English ☐ Other: (specify)

Parent/Guardian (Address): ☐ Same Student Home Phone: Parent Home Phone:

Surrogate Name: Parent Work Phone: Misc. Phone:

Surrogate Address: Most Recent Eval. Date: mm/dd/yy Next Reevaluation Date: mm/dd/yyyy

Most Recent Annual Review Date: mm/dd/yyyy Next Annual Review Date: mm/dd/yyyy

Reason for Meeting²: ☐ Review Referral ☐ Plan Eval/Reeval ☐ Review Eval/Reeval ☐ Determine Eligibility ☐ Determine Continuing Eligibility ☐ Develop IEP
☐ Review or Revise IEP ☐ Conduct Annual Review ☐ Transition Planning ☐ Manifestation Determination ☐ Other (specify)

Primary Disability: ☐ Autism ☐ Emotional Disturbance ☐ Multiple Disabilities ☐ Orthopedic Impairment ☐ Speech or Language Impaired ☐ Other Health Impairment
☐ Deaf-Blindness ☐ Hearing Impairment (Deaf or Hard of Hearing) ☐ Specific Learning Disabilities ☐ Traumatic Brain Injury ☐ OHI - ADD/ADHD
☐ Developmental Delay (ages 3-5 only) ☐ Intellectual Disability ☐ Specific Learning Disabilities/Dyslexia ☐ Visual Impairment ☐ To be determined

The next projected PPT meeting date is:

Eligible as a student in need of Special Education (The child is evaluated as having a disability, and needs special education and related services): ☐ Yes ☐ No

Proposed Objectives for the External Workgroup

- ❖ Explore issues surrounding the identification and instruction of students with SLD/Dyslexia
- ❖ Review and identify a shared understanding and definition of “dyslexia”
- ❖ Review pertinent legislation and implementation practices from other states
- ❖ Identify evidence-based practices for the screening, identification, and instruction of students with SLD/Dyslexia

Frequently Asked Questions - (FAQS)

- 1. Who can identify a child with a Specific Learning Disability (SLD)/Dyslexia?**
- 2. What is a comprehensive evaluation for a child suspected of having SLD/Dyslexia?**
- 3. Is a child identified with SLD/Dyslexia automatically qualified for special education services?**
- 4. What is appropriate specialized instruction for a student with SLD/Dyslexia?**

P.S. - IEP FORM CHANGES . . .

- ◎ **October 1 - Dissemination to Field & Vendors:**
 - Revised page 1 - (“SLD/Dyslexia” under Primary Disability)
 - Revised page 12 - changes in data collection fields
 - Revised IEP Forms:
 - ED 625 - Notice and Consent to Conduct an Initial Evaluation
 - ED 627 - Notice and Consent to Conduct a Reevaluation
 - NEW IEP Form - ED 626 - Consent for Special Education Placement
 - Revised Smarter Balanced Supports/Accommodations Form
- ◎ IEP Manual updates - **December 2014**
- ◎ Spanish IEP updates - **October/November 2014**
- ◎ IEP Facilitation Training for SpEd Directors - September 30 and October 1, 2014